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ABSTRACT

The instructional staff at the Southeast Alternatives (SEA) program operated by the Minneapolis Public Schools were surveyed to determine their reaction to the SEA program. The two major objectives of the survey were to obtain staff opinion on issues concerning the program as well as progress toward achieving SEA major goals. The major findings of the report were: (1) more staff members were satisfied with the program at their school than with the total SEA program; (2) many staff members felt that the SEA program within their schools produced a better educational program than provided by non-SEA schools in the following: cognitive skills, affective learning, producing an appropriate disciplinary atmosphere, serving the needs of minority students and students from low income families. Other findings included the impact of funding source on staff morale and the need for an intense training of staff members for each new alternative program. (DEP)

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S E A S T A F F S U R V E Y - 1 9 7 4

General Report

April, 1974

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TM004 269

This is a SEA Level I formative evaluation report, prepared as part of the project-wide evaluation effort. Contact Susie Demet, evaluator, for further information.

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BACKGROUND AND PROCEDURES FOR IMPLEMENTATION OF THE SURVEY

Four times since the beginning of the Southeast Alternatives project in September, 1971, parents of students in SEA schools have been given the opportunity to express their opinions through written or interview surveys. As SEA is currently in its third year, the Internal Evaluation Team suggested to the SEA Management Team* that it seemed appropriate to also survey the staff members in the project. With the Management Team's approval, the evaluation team began drafting a survey instrument.

The instrument was designed to serve two purposes. It would provide a way to solicit general staff opinion on a number of significant issues, including staff reactions to the progress being made toward achieving SEA's major goals. The instrument also included items concerning a number of specific evaluation tasks to be carried out by the evaluation team. Many evaluation activities call for assessing staff opinion and it was thought more desirable to get this all at once through a comprehensive survey, rather than continually hitting staff members with a number of smaller opinion questionnaires and interviews.

Copies of the initial draft of the survey instrument were sent to nearly 100 people, both within and outside the project. About 20 people made suggestions to the evaluation team concerning changes and additions. As a result of this process many changes were made in the selection and wording of items, though most of the content categories from the original draft remained covered in the final draft of the instrument.

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* A decision making group in Southeast Alternatives consisting of the SEA director, principals of the SEA schools, and managers of major K-12 programs.

The questionnaires were delivered to SFA staff members who were to return them, completed, to the Internal Evaluation Team in an attached "school mail" envelope. The figures below show the percentage rate of questionnaire return for each of the groups identified in the survey.

Group*	Number of Questionnaires Sent	Number of Questionnaires Returned	Rate of Return
SEA Management Team	12	11	92%
Instructional Staff	147	50	34%
Educational Support Staff	47	32	68%
All Respondents	206	93	45%

* Instructional Staff is basically made up of teachers. Educational Support Staff includes counselors, social workers, curriculum specialists, evaluators, community resource coordinators, and other support positions. Rosters of each of these groups can be found on pp. 37,38.

USE OF THE DATA

The comprehensive nature of the survey calls for different parts of the data to be used in different ways. Thus, while the tabulations of survey items for all respondents are shown on pages 5-13, analysis of items and conclusions included in the general report will focus only on survey items pertaining to SEA-wide issues. Analysis of, and conclusions from survey items that pertain to specific programs or groups of people will be included in a number of smaller special reports to be distributed to groups in SEA and the Minneapolis Public Schools which can make the most direct use of the information. The chart on the following page shows for each content section of the questionnaire the plan for dissemination and some suggested uses of the information.

Questionnaire Content Sections	Items	Dissemination of the Information	Possible Uses of the Information
Staff Profiles	Respondent characteristic items	data memo to Management Team and Publications Board	determine if this kind of information would be appropriate for parent decision making
Staff Opinion on General Issues	7-13, 31, 72, 73	general report	general evaluation of SEA program; MPS self-evaluation
Alternatives for the Decentralization of Personal Decision Making (SEA Goal)	14-17, 50, 51	general report	judgement on progress toward goal by Management Team, SE Council, others
SEA Director	18-22	data memo to designated SE Council sub-committee	SE Council designated function of evaluating director
Level I Team	23-26	special report to Level I Team and Management Team	Management Team evaluation of Level I services; Level I Team self-evaluation
Management Team	27-30	special report to Management Team and SE Council	Management Team self-evaluation
Community Involvement (SEA Goal)	32-37 46-48	general report	judgement on progress toward goal by Management Team, SE Council, others
Age-Level Articulation (SEA Goal)	38-42	general report	judgement on progress toward goal by Management Team, SE Council, others
Decentralization of Governance (SEA Goal)	43-48 36-37	general report	judgement on progress toward goal by Management Team, SE Council, others
Level II Team (MET)	49	data memo to MET	MET self-evaluation
The Results for Students of SEA's Programs	52-57	general report	general evaluation of SEA program by Management Team, SE Council, others
City-wide Testing	58-63	special report to Management Team and MPS Dir. of Guidance and Assessment Services	Management Team evaluation of desirability of city-wide testing program in SEA; Dept. of Guidance and and Assessment self-evaluation
Tues. Release Time/Human Relations	64-71	for use in Level I report on these programs to be used by MPS for Mn. State Dept. of Ed.	Mn. State Dept. of Ed. evaluation of Tues. Release Time; MPS evaluation of Tues. Release Time and Human Relations

Space was left on the questionnaire to write open comments and to designate to whom the comments should be directed. These will be forwarded by the evaluator.

TABULATIONS OF SURVEY ITEMS FOR ALL RESPONDENTS

Key: SA=strongly agree A=agree U=uncertain D=disagree
SD=strongly disagree DA=doesn't apply to me

Age of Respondents (N=85)

22-25	26-30	31-35	36-40	41-45	46-51
11%	22%	12%	21%	15%	19%

Experience of Respondents in Teaching or Other Non-Administrative School Positions, Public or Private (including 1973-74) (N=84)

Yrs.:	0-4	5-8	9-12	13-16	17-20	21-24	25+
	25%	29%	18%	11%	7%	8%	2%

Residence of Respondents (N=93)

In Southeast Mpls.	In Mpls., Non-Southeast	Non-Mpls.
24%	36%	40%

Family of Respondents (N=90)

Have School-age Children	Don't Have School-age Children
48%	52%

Item 7 (N=93)
Overall, I am satisfied with the way the program at my school is developing.

SA	A	U	D	SD	DA
18%	46%	15%	8%	4%	9%

Item 8 (N=92)
Overall, I am satisfied with the way the SEA program as a whole is developing.

SA	A	U	D	SD	DA
12%	44%	21%	15%	8%	-

Item 9 (N=91)
An adequate program of educational alternatives should provide options to the "right" as well as to the "left" of center.

SA	A	U	D	SD	DA
46%	40%	9%	1%	3%	1%

Item 10 (N=93)
The four major goals of the Southeast Alternatives project have been made clear to me.

SA	A	U	D	SD	DA
15%	39%	20%	16%	10%	-

Item 11 (N=93)
A conscious effort is being made in Southeast Alternatives to monitor progress being made toward meeting the major SEA goals.

SA	A	U	D	SD	DA
10%	58%	19%	10%	3%	-

Item 12 (N=93)
The addition of the federal money has been good for Southeast school programs.

SA	A	U	D	SD	DA
44%	43%	6%	4%	2%	1%

Item 13 (N=93)
The addition of the federal money has been detrimental to Southeast staff relationships.

SA	A	U	D	SD	DA
2%	13%	16%	33%	35%	1%

Item 14 (N=92)
I was given the chance to make real choices about my assignment in the SEA school where I am located.

SA	A	U	D	SD	DA
21%	29%	7%	15%	8%	20%

Item 15 (N=91)
If you felt you did not have an adequate background to handle all facets of the position you were assigned to when you first became part of SEA, did SEA provide you either formally or informally, with the additional training you needed.

Yes	No	I felt my background was adequate
32%	25%	43%

Item 16 (N=91)
My undergraduate and/or graduate background from college was an inadequate preparation for the position I was assigned to in SEA.

SA	A	U	D	SD	DA
2%	24%	9%	36%	25%	4%

Item 17 (N=90)
When SEA began in fall, 1971, did you want to transfer to a school other than the one you were in but stayed where you were due to lack of desirable position openings elsewhere?

Yes	No	I wasn't in a Southeast school when SEA began.
2%	51%	47%

The findings from Items 18-22, which pertain to the SEA Director, have by prior agreement been given to the Southeast Community Educational Council whose constitutional functions include evaluating the SEA director. The Council will discuss these findings with the SEA director, Dr. James Kent, and will then decide on whether or not these findings should be made public.

Item 23 (N=93)
The Internal Evaluation Team (Level I) has provided enough useful information to justify its existence.

SA	A	U	D	SD	DA
7%	46%	32%	11%	4%	-

Item 24 (N=92)
The project-wide information produced by the Level I Team, such as reports on student mobility and parent opinion surveys, has been useful to myself or the staff at my school.

SA	A	U	D	SD	DA
8%	44%	21%	22%	2%	3%

Item 25 (N=91)
The school specific information produced by Level I Team members, such as the work of the evaluators housed at Marcy, Free School, and MUHS, and work done with CAM at Tuttle and Pratt/Motley, has been useful to myself or the staff at my school.

SA	A	U	D	SD	DA
14%	38%	24%	14%	2%	8%

Item 26 (N=85)

Indicate below how much voice you think the listed groups currently have AND should have in determining the use of Level I evaluation resources:

	currently have			should have		
	a lot of voice	some voice	little or no voice	a lot of voice	some voice	little or no voice
administrators	58%	40%	2%	53%	46%	1%
teachers	14%	72%	14%	59%	41%	-
parents	13%	55%	32%	41%	58%	1%
students	5%	30%	65%	23%	72%	5%

Item 27 (N=92)

The Management Team deals with important issues in SEA.

SA	A	U	D	SD	DA
6%	44%	44%	5%	1%	-

Item 28 (N=93)

I feel adequately represented by the present membership of the Management Team.

SA	A	U	D	SD	DA
11%	29%	33%	17%	9%	1%

Item 29 (N=91)

The Management Team fails to keep staff members adequately informed about its considerations and decisions.

SA	A	U	D	SD	DA
7%	22%	39%	26%	6%	-

Item 30 (N=91)

The Management Team has given staff the leadership needed to make the project run smoothly.

SA	A	U	D	SD	DA
1%	19%	57%	21%	2%	-

Item 31 (N=93)

The Minneapolis Public Schools central administration gives adequate support to SEA.

SA	A	U	D	SD	DA
8%	36%	32%	19%	5%	-

Item 32 (N=91)

The Southeast Council has been effective in advising the SEA Director.

SA	A	U	D	SD	DA
10%	43%	27%	12%	8%	-

Item 33 (N=90)

The Southeast Council does not give enough consideration to the important issues in SEA.

SA	A	U	D	SD	DA
2%	7%	29%	45%	17%	-

Item 34 (N=89)
The representation on the Council is fair enough for the job the Council has to do.

SA	A	U	D	SD	DA
16%	51%	22%	7%	3%	1%

Item 35 (N=90)
SEA has been more effective than a traditional program in getting community members to participate in school programs.

SA	A	U	D	SD	DA
43%	41%	8%	6%	2%	-

Item 36 (N=90)
SEA has not been as effective as a traditional program in getting community members involved in decision-making concerning school programs.

SA	A	U	D	SD	DA
8%	7%	10%	41%	34%	-

Item 37 (N=90)
To what degree should the community be involved in decision-making?

Participation on decision-making bodies	Participation on groups that advise decision makers	Informal personal input to decision makers	There is no real need for community involvement in decision-making
55%	41%	2%	2%

Item 38 (N=90)
SEA's educational programs lack the proper coordination to insure smooth student transition from one age/grade level to the next.

SA	A	U	D	SD	DA
13%	24%	20%	28%	14%	1%

Item 39 (N=89)
How many of the SEA schools besides your own have you visited?

1	2	3	4	5
9%	20%	25%	21%	25%

Item 40 (N=91)
I have a good feel for what the SEA elementary programs (other than the one I may work in) are doing.

SA	A	U	D	SD	DA
18%	54%	7%	15%	3%	3%

Item 41 (N=91)
I have a good feel for what the SEA secondary programs (other than the one I may work in) are doing.

SA	A	U	D	SD	DA
11%	36%	16%	25%	9%	3%

Item 42 (N=90)
There is a need for more joint planning between staff members in elementary programs and staff members in secondary programs.

SA	A	U	D	SD	DA
46%	36%	4%	9%	2%	3%

Item 43 (N=90)
More staff members now share in the power to make decisions about programs in my school than before SEA began.

SA	A	U	D	SD	DA
22%	30%	19%	7%	4%	18%

Item 44 (N=90)
More staff members now share in the power to make decisions about staffing in my school than before SEA began.

SA	A	U	D	SD	DA
21%	18%	23%	12%	7%	19%

Item 45 (N=90)
More staff members now share in the power to make decisions about budget allocations in my school than before SEA began.

SA	A	U	D	SD	DA
17%	24%	24%	14%	4%	17%

Item 46 (N=90)
The parent-staff advisory/governing group that serves my school has a significant effect on decisions made about the program at the school.

SA	A	U	D	SD	DA
11%	35%	30%	12%	3%	9%

Item 47 (N=90)
The parent-staff advisory/governing group that serves my school has a significant effect on decisions made about staffing at the school.

SA	A	U	D	SD	DA
10%	26%	31%	17%	8%	8%

Item 48 (N=90)
The parent-staff advisory/governing group that serves my school has a significant effect on decisions made about budget allocations at the school.

SA	A	U	D	SD	DA
7%	17%	43%	19%	7%	7%

Item 49 (N=90)
MET evaluation personnel (Level II) have been generally cooperative with SEA school staff.

SA	A	U	D	SD	DA
12%	40%	37%	3%	5%	3%

Item 50 (N=91)
Students in SEA have a choice between educational programs that are distinclty different from each other.

SA	A	U	D	SD	DA
38%	45%	10%	7%	_	_

Item 51 (N=89)
Parents and students do not have enough access to the right kinds of information to make a wise choice of educational program.

SA	A	U	D	SD	DA
5%	17%	18%	46%	12%	2%

Item 52 (N=90)
The SEA program at my school has produced programs that do a better job of teaching kids cognitive skills than are available at most other (non-SEA) schools.

SA	A	U	D	SD	DA
13%	38%	27%	11%	3%	8%

Item 53 (N=90)
The SEA program at my school has produced programs that do a better job of fostering affective learning than are available at most other (non-SEA) schools.

SA	A	U	D	SD	DA
23%	35%	23%	8%	3%	8%

Item 54 (N=90)
The SEA program at my school has had a positive effect on producing the kind of disciplinary atmosphere I feel is appropriate for the school.

SA	A	U	D	SD	DA
12%	39%	16%	14%	11%	8%

Item 55 (N=90)
The SEA program at my school has produced programs which better serve the needs of students from low income families than are available at most other schools.

SA	A	U	D	SD	DA
6%	36%	31%	9%	11%	7%

Item 56 (N=90)
The SEA program at my school has produced programs which better serve the needs of minority students than are available at most other schools.

SA	A	U	D	SD	DA
4%	38%	31%	11%	8%	8%

Item 57 (N=90)
The SEA program at my school has produced programs which better serve the purpose of helping all students learn to work with and respect each other than are available at most other schools.

SA	A	U	D	SD	DA
11%	44%	19%	12%	6%	8%

Item 58 (N=90)
The present city-wide standardized testing program should be continued in SEA schools.

SA	A	U	D	SD	DA
9%	28%	17%	19%	27%	—

Item 59 (N=89)
I would be in favor of a city-wide standardized testing program that was expanded to cover areas other than reading and mathematics.

SA	A	U	D	SD	DA
7%	24%	21%	22%	26%	-

Item 60 (N=90)
To what extent is the available standardized test data useful to you in noting the growth over a period of time of individual students in reading vocabulary and comprehension skills and mathematical concepts?

Very Useful	Somewhat Useful	Useful Only In Very Limited Ways	Of No Use	DA
3%	19%	44%	18%	16%

Item 61 (N=90)
To what extent is the available standardized test data useful to you in noting which students are significantly low in reading and math skills so that other methods can then be used to identify areas that need remediation?

Very Useful	Somewhat Useful	Useful Only In very Limited ways	Of No Use	DA
6%	23%	36%	14%	21%

Item 62 (N=89)
To what degree are the recordkeeping procedures at your school useful to you in working with students?

Very Useful	Somewhat Useful	Useful Only In Very Limited Ways	Of No Use	DA
17%	43%	21%	3%	16%

Item 63 (N=91)
In your contact with parents, how many of them are interested in knowing how their child is doing in relation to other students (the kind of information standardized tests could produce)?

Most Parents	Some Parents	Only a Few Parents	No Parents	DA
11%	36%	36%	5%	12%

Item 64 (N=91)
My school puts Tuesday Release Time to good use.

SA	A	U	D	SD	DA
31%	37%	9%	13%	2%	8%

Item 65 (N=91)
How much positive effect do Tuesday Release Time activities have on your classroom teaching?

A Very Significant Effect	Some Effect	A Little Effect	No Effect	DA
18%	35%	11%	5%	31%

Item 66 (N=91)
How much positive effect do Tuesday Release Time activities have on your growth as an educator?

A Very Significant Effect	Some Effect	A Little Effect	No Effect	DA
22%	48%	13%	6%	11%

Item 67 (N=88)
I don't have enough opportunity to participate in the planning of Tuesday Release Time activities at my school.

SA	A	U	D	SD	DA
2%	18%	14%	40%	15%	11%

Item 68 (N=9[illegible])
More Tuesday Release Time sessions should be set aside for the kind of staff development activities which currently are only possible through Teacher Center funding of staff overtime.

SA	A	U	D	SD	DA
23%	39%	18%	15%	2%	3%

Item 69 (N=91)
The Human Relations activities in my school are worthwhile.

SA	A	U	D	SD	DA
14%	52%	11%	11%	7%	5%

Item 70 (N=91)
How much positive effect do Human Relations activities have on your ability to work with students?

A Very Significant Effect	Some Effect	A Little Effect	No Effect	DA
15%	40%	24%	10%	11%

Item 71 (N=91)
How much positive effect do Human Relations activities have on your ability to work with staff members and parents?

A Very Significant Effect	Some Effect	A Little Effect	No Effect	DA
25%	39%	24%	10%	2%

Item 72 (N=90)
SEA is a unique enough program to justify keeping Southeast a separate administrative area, at least until the federal funds expire.

SA	A	U	D	SD	DA
53%	18%	13%	5%	11%	-

Item 73 (N=89)
The Minneapolis Public Schools administration and School Board are making effective use of what SEA staff members have learned from designing and running SEA experimental programs.

SA	A	U	D	SD	DA
4%	25%	43%	16%	12%	-

GENERAL REPORT

CONCLUSIONS

Some of the information in this General Report is useful for drawing conclusions about the effect which the Southeast Alternatives program has had on staff members. Other information is useful for suggesting areas in which improvement could be made during the future years of the project. Following are conclusions based on the information in this general report, accompanied by references to supporting data. No conclusions have been based on differences found between the responses from staff at the various schools because it is felt many such differences are natural given the unique character of each SEA school program.

Conclusions from the past experience of Southeast Alternatives:

1) The SEA staff is committed to a wide range of educational alternatives.
(See discussion of Item 9, p. 23)

2) More staff members are satisfied with the program at their own school than are satisfied with the SEA program as a whole. In addition, staff feelings about the total SEA program are somewhat dependent upon their feelings toward their individual school.
(See discussion of Items 7 & 8, pp. 17, 18)

3) About half of the staff members feel that the SEA program at their school has produced educational programs that do a better job than the programs available in most non-SEA schools in the following areas: teaching cognitive skills, fostering affective learning, producing an appropriate disciplinary atmosphere, serving the needs of students from low income families, serving the needs of minority students, and helping all students learn to work with and respect each other. The area in which the most staff members feel SEA programs are superior is in fostering affective learning.
(See discussion of Items 52-57, pp. 34, 35)

4) While staff members overwhelmingly felt that the addition of federal funds has been good for Southeast Alternatives programs, there is evidence that the addition of outside funds to schools for support of new programs carries the risk of undermining staff morale.
(See discussion of Items 12, 13, p. 20)

5) A significant training effort should accompany the initiation of a program of educational alternatives since the training and experience of many staff members does not cover these alternatives.
(See discussion of Items 15 & 16, pp. 24, 25)

6) The SEA program has increased staff involvement in decision-making. In addition, there is a relationship between the way staff members feel about their power in program decision-making and the way they feel about the program at their school.
(See discussion of Items 43-45, pp. 29, 30)

7) SEA staff members are very supportive of increased community involvement in school governance. In addition, feelings about community participation in governance are related to a staff member's age and area of residence.
(See discussion of Item 37, pp. 27, 28)

Conclusions suggesting areas for future improvement in Southeast Alternatives:

1) A significant number of staff members are dissatisfied or uncertain about the development of the SEA program as a whole. Two possible reasons for this are illuminated in the survey findings. Many staff members are still unclear as to the major thrusts of Southeast Alternatives. Also, many staff members feel dissatisfied or uncertain about the support given to SEA by the Minneapolis Public Schools administration and with the school district's assurance that the work of SEA staff is proving useful.
(See discussion of Items 8, 10, 31, & 73, pp. 17-19, 22, 23)

2) A strong need is felt by staff members for more cooperative planning and communication between elementary and secondary staff members.
(See discussion of Items 38, 41, & 42, pp. 32, 33)

3) Some staff members feel dissatisfied or uncertain that parents and students have easy access to the right kind of information for making decisions about choosing between the alternative educational programs offered in Southeast Alternatives.
(See discussion of Item 51, p. 25)

DATA ANALYSIS AND INTERPRETATION

Notes:

1) Findings for individual items referenced in this section can be found in their entirety in the section "Tabulations of Survey Items For All Respondents".

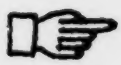
2) The rate of questionnaire return from staff at the Free School and the Teacher Center was very low. While the rate of return from staff at the SEA Office was high, the total number of that group is very small. Therefore, tables which show a breakdown of responses to an item by program do not include these three sets of people.

3) Most of the tables have been abbreviated to some degree to make them as meaningful and readable as possible. For example, responses of "does not apply to me" have been eliminated. All percentages shown are based only on the numbers actually appearing on the table.

4) Key to symbols used in the tables -

SA=strongly agree A=agree U=uncertain D=disagree SD=strongly disagree

SE=Southeast Minneapolis Mpls=Minneapolis



Many of the tables in this section of the report contain data broken down by school program in order that individual schools may know how the staff of the school responded to an item. One of the purposes underlying the development of a system of alternatives is to provide programs that vary in the amount of structure and/or flexibility allowed both students and staff, and this will necessarily result in staff opinion differences from school to school on many dimensions. For this reason the evaluators have refrained, in most cases, from making school-to-school comparisons and do not encourage others to do so.

Staff Opinion on General Issues

One purpose of the staff survey was to measure staff reactions to several very general aspects of the SEA program. Items 7 and 8 show that more staff members feel positively about the program at their own school (64%) than feel positively about the development of SEA as a whole (56%). Further analysis shows that a respondent's satisfaction with the program at his/her school and with SEA as a whole is related to the school at which the respondent works, as shown by Tables 1 and 2.

TABLE 1 (N=77)

Item 7 (Overall, I am satisfied with the way the program at my school is developing)
BY School Program

	SA+A	U	D+SD	Total
Marcy	10 (100%)	0 -	0 -	10 (100%)
Pratt/Motley	14 (78%)	4 (22%)	0 -	18 (100%)
Tuttle	11 (100%)	0 -	0 -	11 (100%)
Transitional Program	8 (89%)	0 -	1 (11%)	9 (100%)
Sr. High Program	14 (48%)	8 (28%)	7 (24%)	29 (100%)

(Row percentages are shown)

TABLE 2 (N=78)

Item 8 (Overall, I am satisfied with the way the SEA program as a whole is developing.)
BY School Program

	SA+A	U	D+SD	Total
Marcy	6 (55%)	4 (36%)	1 (9%)	11 (100%)
Pratt/Motley	15 (79%)	3 (16%)	1 (5%)	19 (100%)
Tuttle	9 (90%)	1 (10%)	0 -	10 (100%)
Transitional Program	4 (44%)	2 (22%)	3 (33%)	9 (100%)
Sr. High Program	8 (28%)	7 (24%)	14 (48%)	29 (100%)

(Row percentages are shown)

Table 3 shows that people who showed satisfaction about their individual school (Item 7) tended to show more satisfaction toward SEA as a whole (Item 8) than did those who showed dissatisfaction with their school. In addition, people who showed satisfaction toward SEA as a whole tended to show more satisfaction about their individual school than did those who showed dissatisfaction toward SEA. This suggests that a person's feelings about his school and SEA as a whole are related.

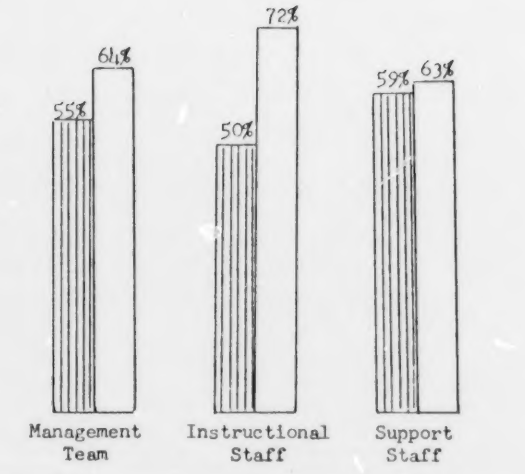
TABLE 3 (N=84)

Item 7 (Overall, I am satisfied with the way the program at my school is developing.)
BY Item 8 (Overall, I am satisfied with the way the SEA program as a whole is developing.)

Item 8	Item 7: SA+A	Item 7: U	Item 7: SD+D	Item 7: Total
SA+A	38 (83%) (65%)	7 (15%) (50%)	1 (2%) (9%)	46 (100%) (55%)
U	12 (67%) (20%)	4 (22%) (29%)	2 (11%) (18%)	18 (100%) (21%)
SD+D	9 (45%) (15%)	3 (15%) (21%)	8 (40%) (73%)	20 (100%) (24%)
Total	59 (70%) (100%)	14 (17%) (100%)	11 (13%) (100%)	84 (100%) (100%)

(In each cell, row percentages are shown above column percentages)

GRAPH 1



The Southeast Alternatives program has four major thrusts or "goals": 1) offering alternatives for the decentralization of personal decision-making in educational programs, 2) increasing community involvement in educational programs, 3) decentralizing the governance of educational programs, and 4) increasing age-level articulation within and among educational programs. Staff opinion about these goals are examined in detail in separate sections of the report. In a more general vein, respondents were asked whether the goals of SEA had been made clear to them (Item 10) and whether they felt that a conscious effort is being made in SEA to monitor progress toward achieving these goals (Item 11). It is interesting that more respondents felt that goals are being monitored (68%) than felt the goals had been made clear to them (54%). Graph 1 above depicts "agree" responses to these two items by respondent groups. As the graph shows, the Management Team, which would be the group most likely to be conscious of SEA goals and progress being made toward achieving them, is no more in agreement with these two items than is the instructional staff or the support staff. Further, within each group, and especially within the instructional staff, there is a gap between respondents'

own awareness of goals and feeling goals are being monitored. This suggests that those respondents who do feel the goals are being monitored, especially from the instructional staff, feel that "someone else" is doing the monitoring.

Table 4 shows the relationship between feeling SEA goals have been made clear to them (Item 10) and feeling satisfied with the development of SEA as a whole (Item 8). Of those people who feel goals have been made clear, 70% are satisfied with SEA as a whole, while 14% are not satisfied. Of those who feel the goals have not been made clear, 30% are satisfied with SEA, 30% are uncertain, and 39% are dissatisfied with SEA. Thus, staff members who believe that the goals have been clearly communicated to them tend to view the development of SEA more positively than those who do not feel the goals were made clear to them.

TABLE 4 (N-92)

Item 10 (The four major goals of the Southeast Alternatives project have been made clear to me.)
BY Item 8 (Overall, I am satisfied with the way the SEA program as a whole is developing.)

Item 10	Item 8: SA+A	Item 8: U	Item 8: SD+D	Total
SA+A	35 (70%)	8 (16%)	7 (14%)	50 (100%)
U	10 (53%)	4 (21%)	5 (26%)	19 (100%)
SD+D	7 (30%)	7 (30%)	9 (39%)	23 (100%)

(Row percentages are shown)

A general comment about staff knowledge is in order here. Items pertaining to a number of groups which have been formed since the beginning of Southeast Alternatives received a high percentage of "uncertain" responses, as shown below:

Group	Items	Range of percentages of "uncertain" responses
Management Team	27-30	33% - 57%
Southeast Council	32-34	22% - 29%
school advisory/ governance groups	46-48	30% - 43%
Level I Evaluation Team	23-25	21% - 32%

This would seem to indicate a need for more communication to staff members about the roles and accomplishments of these groups. As Table 4 suggests,

there is very possibly a relationship between one's knowledge of SEA and his/her satisfaction with the overall program.

Since SEA is part of the national Experimental Schools Program, SEA has received considerable federal funding support for its various programs. Items 12 and 13 were designed to measure staff opinion on the impact of federal money within SEA. Staff members overwhelmingly felt (Item 12) federal funds have been good (87%) rather than not good (6%) for Southeast school programs. Reactions to the effect of federal finding on staff relations were slightly more mixed, however, with 15% of the staff feeling that the addition of federal money had been detrimental to staff relations, and 68% feeling that the money had not been detrimental.

Table 5 shows that the educational support staff felt most strongly (84%) that the money had not had negative effects, while 62% of the instructional staff and only about half (55%) of the Management Team felt this way.

TABLE 5 (N=92)

Item 13 (The addition of the federal money has been detrimental to Southeast staff relationships)
BY Group

	SA+A	U	SD+D	Total
Management Team	4 (36%)	1 (9%)	6 (55%)	11 (100%)
Instructional Staff	8 (16%)	11 (22%)	31 (62%)	50 (100%)
Ed. Support Staff	2 (6%)	3 (10%)	26 (84%)	31 (100%)

(Row percentages are shown)

Table 6 shows the relationship between responses to Item 13 and the school program in which the respondent works.

TABLE 6 (N=79)

Item 13 (The addition of the federal money has been detrimental to Southeast staff relationships.)
BY School Program

	SA + A	U	SD+D	Total
Marcy	1 (9%)	3 (27%)	7 (64%)	11 (100%)
Pratt/Motley	0 -	0 -	19 (100%)	19 (100%)
Tuttle	1 (9%)	1 (9%)	9 (82%)	11 (100%)
Transitional Program	3 (33%)	1 (11%)	5 (56%)	9 (100%)
Sr. High Program	7 (24%)	7 (24%)	15 (52%)	29 (100%)

(Row percentages are shown)

SEA, as a sub-unit within the Minneapolis Public Schools, has a direct relationship with the MPS administration and School Board. Three items examined staff feelings about different aspects of this relationship with the MPS administration and Board. The findings from Item 72 show that 71% of the respondents feel SEA should be kept as a separate administrative area. Staff members who are residents of Southeast feel this more strongly (81%) than non-Southeast residents (67%) as shown by the data in Table 7, though the difference was not found to be significant.

TABLE 7 (N=90)

Item 72 (SEA is a unique enough program to justify keeping Southeast a separate administrative area, at least until the federal funds expire.)

BY Residence of Respondents

	SA + A	U	SD + D	Total
non-Mpls.	25 (67%)	4 (11%)	8 (22%)	37 (100%)
Mpls, Non-SE	21 (67%)	7 (23%)	3 (10%)	31 (100%)
S.E.	18 (81%)	1 (5%)	3 (14%)	22 (100%)

(Row percentages are shown)

The data in Table 8 shows that greater percentages of the instructional staff and support staff felt that SEA should be kept separate administratively (72% and 78% respectively) than did the Management Team (45%), but again, the difference is statistically non-significant. It should be noted that shortely after the completion of the survey in Mid-March, the superintendent of Minneapolis Public Schools verbally indicated that the SEA area would be incorporated into one of the three larger MPS areas, but not until fall, 1975, a year later than was originally intended for this incorporation to take place. This extension was primarily the result of a position paper submitted to the superintendent by the Southeast Council, an advisory group to the SEA director which includes a number of staff members.

TABLE 8 (N=90)

Item 72 (SEA is a unique enoug' program to justify keeping Southeast a separate administrative area, at least until the federal funds expire.)

BY Group

	SA+A	U	SD+D	Total
Management Team	5 (45%)	1 (9%)	5 (46%)	11 (100%)
Instructional Staff	34 (72%)	7 (15%)	6 (13%)	47 (100%)
Ed. Support Staff	25 (78%)	4 (13%)	3 (9%)	32 (100%)

(Row percentages are shown)

Presumably, due to its experience of having designed and put into effect experimental alternative educational programs, the SEA staff has had experiences and gained information which could be useful to the MPS administration and School Board in designing other alternative educational programs in the city. Findings from Item 73 show that 29% of the staff members agree, 43% are uncertain, and 28% disagree that Minneapolis Public Schools is making effective use of what the SEA staff has learned.

When responses to this item are analyzed by group as shown in Table 9, responses are similarly mixed with the Management Team slightly more certain (46%) than either the instructional staff (24%) or the support staff (31%) that effective use is being made of what SEA has learned. Responses to this item were not found to depend upon the school at which the respondent work.

TABLE 9. (N=89)

Item 73 (The Minneapolis Public Schools administration and School Board are making effective use of what SEA staff members have learned from designing and running SEA experimental programs.)

BY Group

	SA+A	U	SD+D	Total
Management Team	5 (46%)	3 (27%)	3 (27%)	11 (100%)
Instructional Staff	11 (24%)	22 (48%)	13 (28%)	46 (100%)
Ed. Support Staff	10 (31%)	13 (41%)	9 (28%)	32 (100%)

(Row percentages are shown)

A final item examining the SEA-MPS relationship asked whether the MPS central administration gives adequate support to SEA (Item 31). Again, reactions to this item were mixed, with 44% feeling MPS gives adequate support, 32% uncertain, and 24% disagreeing that adequate support is given. Group responses to this item in Table 10 show that the Management Team is somewhat more positive (64%) than either the instructional staff (42%) or the support staff (38%) that MPS gives adequate support to SEA. As responses to both Items 73 and 31 show, the Management Team, in general, feels slightly more certain that the MPS administration and School Board are involved in positive ways with SEA than do either the instructional staff or support staff. In

comparing the two items, it should be noted that the percentage of staff disagreeing is about the same, with the difference being in the percentages of those agreeing and uncertain.

TABLE 10 (N=93)

Item 31 (The Minneapolis Public Schools central administration gives adequate support to SEA.)

BY Group

	SA+A	U	SD + D	Total
Management Team	7 (64%)	1 (9%)	3 (28%)	11 (100%)
Instructional Staff	21 (42%	18 (36%)	11 (22%)	50 (100%)
Ed. Support Staff	12 (38%)	11 (34%)	9 (28%)	32 (100%)

(Row percentages are shown)

The final general opinion item of the survey asked whether an adequate program of educational alternatives should provide options to the "right" as well as to the "left" of center (Item 9). The staff overwhelmingly (86%) felt that options to the "right" should be included, with only a small percentage (4%) disagreeing with this item.

Alternatives For The Decentralization Of Personal Decision-Making

As the name implies, Southeast Alternatives is primarily dedicated to offering all people (staff, parents, and students) choices as to how they will fit into the SEA educational program. The findings from Item 14 show that of the 73 respondents who work in school buildings, 63% agree that they were given real choices about their assignment within the school, while about 30% disagree.

Table 11 shows that feelings about having this choice were more positive at some schools than others. It should be stressed that the word "alternatives" implies differences. The differences on the table should be interpreted as a reflection of the variety among SEA programs as opposed to a basis for judgment on the quality of individual programs, as the higher degree of flexibility built into some programs lends them more accomodating to staff choice of assignment.

TABLE 11 (N=67)

Item 14 (I was given the chance to make real choices about my assignment in the SEA school where I am located.)
BY School Program

	SA+A	U	SD+D	Total
Nancy	10 (91%)	0 -	1 (9%)	11 (100%)
Pratt/Motley	15 (88%)	1 (6%)	1 (6%)	17 (100%)
Tuttle	4 (40%)	1 (10%)	5 (50%)	10 (100%)
Transitional Program	2 (29%)	0 -	5 (71%)	7 (100%)
Sr. High Program	11 (50%)	3 (14%)	8 (36%)	22 (100%)

(Row percentages are shown)

An important factor in having choice is having the appropriate training to be able to handle any one of a number of choices that might be available. Findings from Item 16 show that one quarter of the staff members feel their college preparation was not adequate for their SEA assignment.

Table 12 shows that feelings about this differed from school to school, with Open School staff being the most negative about the adequacy of their college training.

TABLE 12 (N=74)

Item 16 (My undergraduate and/or graduate background from college was an inadequate preparation for the position I was assigned to in SEA.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	6 (55%)	2 (18%)	4 (27%)	11 (100%)
Pratt/Motley	6 (32%)	1 (5%)	12 (63%)	19 (100%)
Tuttle	3 (30%)	0 -	7 (70%)	10 (100%)
Transitional Program	1 (13%)	1 (13%)	6 (74%)	8 (100%)
Sr. High Program	3 (12%)	3 (12%)	20 (76%)	26 (100%)

(Row percentages are shown)

It could be assumed that the uniqueness of SEA's school programs would find some staff members less than adequately prepared for their assignment, and the findings from Item 15 show that slightly over half of the staff members (57%) feel they did not have an adequate background, and that only slightly over half of those claim to have received additional training from SEA. Findings from Item 17 show that of the 48 staff (53% of the total) responding who were in a Southeast school when SEA began in fall, 1971, only two (4%) had a desire to leave but stayed because of a lack of desirable position opening elsewhere.

Staff opinion on the opportunities for personal decision-making for others indicates that most staff members (83%) feel students in SEA have a choice between educational programs that are distinctly different from each other (Item 50). An important factor in community choice is having the appropriate information about which alternatives are available. About 60% of the staff members feel parents and students have access to the right kinds of information (Item 51), with about 20% feeling the right kind of information is unavailable and 20% remaining uncertain.

Community Involvement

SEA's goal of facilitating increased community participation in the schools has two dimensions. Effort has been made to bring community people into the schools to help in running school activities through the community volunteer program. Findings from Item 35 show that 84% of the staff agree that SEA has been more effective than a traditional educational program in getting community members to participate in school programs, with half of those expressing strong agreement.

The other area of community involvement is in making decisions about school programs. Findings from Item 36 show that 75% felt positive about SEA's effectiveness in bringing about this type of involvement.

No significant differences were found in this item between schools, but Table 13 shows that staff members who are Southeast residents were more positive about SEA in this regard than were staff who lived outside Southeast.

TABLE 13 (N=90)

Item 36 (SEA has not been as effective as a tranditional program in getting community members involved in decision-making concerning school programs.)
BY Residence of Respondents

	SA+A	U	SD+D	Total
SE	1 (5%)	1 (5%)	19 (90%)	21 (100%)
Mpls., Non-SEA	4 (13%)	2 (6%)	26 (81%)	32 (100%)
Non-Mpls.	8 (22%)	6 (16%)	23 (62%)	37 (100%)

(Row percentages are shown)

Formal community involvement in decision-making is channeled through staff-parent "advisory" or "governing" councils which serve each of the SEA schools and a "Southeast Community Educational Council" which advises the SEA director. Findings from Items 32-34 show that only 50% to 60% of the staff members are positive about the Southeast Council in terms of the fairness of its representation, its ability to consider important issues, and its overall effectiveness, with another quarter of the staff feeling uncertain. On the question of overall effectiveness (Item 32) no significant differences were found between

the three groups of respondents (Management Team, instructional staff, educational support staff).

Findings from Items 46-48 show that staff members are somewhat mixed in their agreement on the effect that the advisory/governing group that serves their school has on decision-making in the school, with about 30%-40% being uncertain on each item. These items are analyzed in more detail in the section on Decentralization of Governance (pp. 29-31).

Nearly all staff members (96%) felt that the community should be involved in decision-making at least on the level of participating on advisory groups (Item 37), with a little over half of those feeling that community members should participate on actual decision-making bodies.

Table 14 shows that staff members at Marcy, Pratt/Motley, and in the MUHS Transitional Program are more in favor of the latter kind of participation than are staff at Tuttle and in the MUHS Senior High program.

TABLE 14 (N=73)

Item 37 (To what degree should the community be involved in decision-making?)
BY School Program

	Participation on Decision-Making Bodies	Participation on Groups That Advise Decision-Makers	Total
Marcy	7 (78%)	2 (22%)	9 (100%)
Pratt/ Motley	15 (79%)	4 (21%)	19 (100%)
Tuttle	6 (60%)	4 (40%)	10 (100%)
Transi-tional Program	6 (86%)	1 (14%)	7 (100%)
Sr. High Program	6 (21%)	22 (79%)	28 (100%)

(Row percentages are shown)

Table 15 and 16 show that staff members who are Southeast residents are more favorable to community participation on actual decision-making groups than non-Southeast residents, and that younger staff are more favorable to this than older staff.

TABLE 15 (N=78)

Item 37 (To what degree should the community be involved in decision-making?)
BY Residence of Respondents

	Participation on Decision-Making Bodies	Participation on Groups That Advise Decision-Makers	Total
SE	14 (70%)	6 (30%)	20 (100%)
Mpls., Non-SE	18 (58%)	13 (42%)	31 (100%)
Non-Mpls.	17 (49%)	18 (51%)	35 (100%)

(Row percentages are shown)

TABLE 16 (N=78)

Item 37 (To what degree should the community be involved in decision-making?)
BY Age of Respondents

	Participation on Decision-Making Bodies	Participation on Groups That Advise Decision-Makers	Total
22-30 yrs. old	18 (69%)	8 (31%)	26 (100%)
31-40 yrs. old	18 (67%)	9 (33%)	27 (100%)
41-51 yrs. old	10 (40%)	15 (60%)	25 (100%)

(Row percentages are shown)

Decentralization of Governance

Governance is the process of making decisions that will directly affect the lives of others. Southeast Alternatives has attempted to include more people in this process so that decision-making power is shared more widely. The findings from Items 43-45 show that in three major domains of decision-making in the schools (programs, staffing and budget), about 40% to 50% of the respondents agreed that more staff members now share in the power to make decisions in their schools than before SEA began, with 10% to 20% being uncertain, about 20% disagreeing and about 20% responding that the items did not apply to them. Staff members were more positive about their power in the area of program decisions than staffing or budget areas.

The data in Tables 17, 18 and 19 show that the staff in certain schools were more positive about their power than staff in other schools in the three decision-making areas.

TABLE 17 (N=68)

Item 43 (More staff members now share in the power to make decisions about programs in my school than before SEA began.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	9 (100%)	0 -	0 -	9 (100%)
Pratt/Motley	11 (73%)	4 (27%)	0 -	15 (100%)
Tuttle	3 (33%)	5 (56%)	1 (11%)	9 (100%)
Transitional Program	7 (78%)	1 (11%)	1 (11%)	9 (100%)
Sr. High Program	12 (46%)	6 (23%)	8 (31%)	26 (54%)

(Row percentages are shown)

TABLE 18 (N=67)

Item 44 (More staff members now share in the power to make decisions about staffing in my school than before SEA began.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	9 (100%)	0 -	0 -	9 (100%)
Pratt/Motley	11 (79%)	3 (21%)	0 -	14 (100%)
Tuttle	2 (22%)	4 (45%)	3 (33%)	9 (100%)
Transitional Program	3 (33%)	3 (34%)	3 (33%)	9 (100%)
Sr. High Program	6 (23%)	9 (35%)	11 (42%)	26 (100%)

(Row percentages are shown)

TABLE 19 (N=69)

Item 45 (More staff members now share in the power to make decisions about budget allocations in my school than before SEA began.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	8 (89%)	1 (11%)	0 -	9 (100%)
Pratt/Motley	8 (50%)	6 (37%)	2 (13%)	16 (100%)
Tuttle	3 (30%)	4 (40%)	3 (30%)	10 (100%)
Transitional Program	4 (45%)	3 (33%)	2 (22%)	9 (100%)
Sr. High Program	10 (40%)	7 (28%)	8 (32%)	25 (100%)

(Row percentages are shown)

The data in Table 20 indicates that staff who are positive about their power in program decision-making (Item 43) tend to be more positive about their school as a whole than do those who are not positive about their power. Similar findings held true for Items 44 and 45.

TABLE 20 (N=70)

Item 7 (Overall, I am satisfied with the way the program at my school is developing.)
BY Item 43 (More staff members now share in the power to make decisions about programs in my school than before SEA began.)

		Item 7 SA+A	U	SD+D	Total
Item 43	SA+A	37 (86%)	4 (9%)	2 (5%)	43 (100%)
	U	10 (59%)	5 (29%)	2 (12%)	17 (100%)
	SD+D	4 (40%)	2 (20%)	4 (40%)	10 (100%)

(Row percentages are shown)

Staff opinion about the effect of the advisory/governing groups on decision-making in the different schools was mixed (Items 46-48), with the most positive feelings being in the area of program decisions (Item 46).

Tables 21, 22 and 23 show that staff in certain schools were more positive about the effect of their advisory/governing group than staff in other schools. Responses from Marshall-U High staff are omitted due to the fact that the MUHS Advisory Council was formed only about one month prior to the survey.

TABLE 21 (N=75)

Item 46 (The parent-staff advisory/governing group that serves my school has a significant effect on decisions made about the program at the school.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	8 (89%)	1 (11%)	0 -	9 (100%)
Pratt/Motley	9 (47%)	6 (32%)	4 (21%)	19 (100%)
Tuttle	9 (82%)	0 -	2 (18%)	11 (100%)

(Row percentages are shown)

TABLE 22 (N=76)

Item 47 (The parent-staff advisory/governing group that serves my school has a significant effect on decisions made about staffing at the school.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	10 (100%)	0 -	0 -	10 (100%)
Pratt/Motley	12 (63%)	5 (26%)	2 (11%)	19 (100%)
Tuttle	2 (18%)	2 (18%)	7 (64%)	11 (100%)

(Row percentages are shown)

TABLE 23 (N=76)

Item 48 (The parent-staff advisory/governing group that serves my school has a significant effect on decisions made about budget allocations at the school.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	8 (80%)	2 (20%)	0 -	10 (100%)
Pratt/Motley	2 (11%)	10 (52%)	7 (37%)	19 (100%)
Tuttle	5 (46%)	2 (18%)	4 (36%)	11 (100%)

(Row percentages are shown)

As was discussed in the section on Community Involvement (pp. 26-28), findings from Items 36 and 37 show that a large majority of staff members feel SEA has been effective in getting community members involved in decision-making, though there is split feeling overall as to what degree of this involvement is most appropriate.

Age-Level Articulation

Southeast Alternatives not only offers choices for a child's education but attempts to articulate the alternative programs so that this educative process flows smoothly from one age level to the next, from entrance into kindergarten to leaving high school. The findings from Item 38 show that staff members are fairly evenly split on whether SEA programs have the proper coordination to facilitate this smooth transition, with 20% uncertain.

The findings from Items 40 and 41 show that about 70% of the staff feel familiar with SEA elementary programs other than their own, while only about 50% feel familiar with secondary programs other than their own. Tables 24 and 25 show that this familiarity breaks down as might be expected, along elementary/secondary school lines, though the Transitional Program staff does feel familiar with the elementary programs.

TABLE 24 (N=75)

Item 40 (I have a good feel for what the SEA elementary programs (other than the one I may work in) are doing.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	10 (100%)	0 -	0 -	10 (100%)
Pratt/Motley	17 (89%)	0 -	2 (11%)	19 (100%)
Tuttle	7 (64%)	1 (9%)	3 (27%)	11 (100%)
Transitional Program	7 (87%)	0 -	1 (13%)	8 (100%)
Sr. High Program	14 (52%)	3 (11%)	10 (37%)	27 (100%)

(Row percentages are shown)

TABLE 25 (N=75)

Item 41 (I have a good feel for what the SEA secondary programs (other than the one I may work in) are doing.)
BY School Program

	SA+A	U	D+SD	Total
Marcy	2 (20%)	1 (10%)	7 (70%)	10 (100%)
Pratt/Motley	4 (22%)	5 (28%)	9 (50%)	18 (100%)
Tuttle	3 (30%)	3 (30%)	4 (40%)	10 (100%)
Transitional Program	7 (78%)	1 (11%)	1 (11%)	9 (100%)
Sr. High Program	20 (71%)	2 (7%)	6 (22%)	28 (100%)

(Row percentages are shown)

Over 70% of the staff members have visited three or more (other than their own) of SEA's six school building (Item 39).

Table 26 data shows that people who were negative towards SEA overall (Item 8) tended to have visited fewer schools than those who were positive towards SEA overall.

TABLE 26 (N=88)

Item 39 (How many of the SEA schools besides your own have you visited?)
By Item 8 (Overall, I am satisfied with the way the SEA program as a whole is developing.)

Item 8	Item 39: 1-2 schools visited	3 or more schools visited	Total
SA+A	12 (24%)	39 (76%)	51 (100%)
U	4 (22%)	14 (78%)	18 (100%)
D+SD	9 (47%)	10 (53%)	19 (100%)

(Row percentages are shown)

The findings from Item 42 indicate that over 80% of the staff members felt more joint planning between elementary and secondary staff was needed, with Table 27 showing the school breakdown on this factor.

TABLE 27 (N=74)

Item 42 (There is a need for more joint planning between staff members in elementary programs and staff members in secondary programs.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	9 (100%)	0 -	0 -	9 (100%)
Pratt/Motley	16 (88%)	1 (6%)	1 (6%)	18 (100%)
Tuttle	8 (80%)	0 -	2 (20%)	10 (100%)
Transitional Program	8 (89%)	0 -	1 (11%)	9 (100%)
Sr. High Program	19 (68%)	3 (11%)	6 (21%)	28 (100%)

(Row percentages are shown)

No relationship was found between feeling a need for more joint planning (Item 42) and feeling that SEA programs lacked the proper coordination (Item 38).

The Results for Students of SEA's Programs

Staff members were asked to rate five aspects of the programs in their school compared to what they felt is available at non-SEA schools, and were asked to make a non-comparative judgment on the disciplinary atmosphere in their school. The findings from Items 52-57 show that staff agreement on these items varies between 40% and 60%, with the most agreement coming on the effect of SEA on affective programs (Item 53) and helping students learn to work with and respect each other (Item 57).

Tables 28 to 33 show the breakdown by school on each of these issues. It should be stressed that most of these items call for a comparison of one's program to other non-SEA programs, and thus disagreement could simply mean that one felt his program to be on a par with other schools as opposed to less effective.

TABLE 28 (N=75)

Item 52 (The SEA program at my school has produced programs that do a better job of teaching kids cognitive skills than are available at most other (non-SEA)schools.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	5 (56%)	4 (44%)	0 -	9 (100%)
Pratt/Motley	11 (58%)	3 (16%)	5 (26%)	19 (100%)
Tuttle	8 (73%)	3 (27%)	0 -	11 (100%)
Transitional Program	5 (56%)	3 (33%)	1 (11%)	9 (100%)
Sr. High Program	14 (52%)	6 (22%)	7 (26%)	27 (100%)

(Row percentages are shown)

TABLE 29 (N=76)

Item 53 (The SEA program at my school has produced programs that do a better job of fostering affective learning than are available at most other (non-SEA) schools.)
BY School Program

	SA+A	U	SD+D	Total
Marcy	10 (100%)	0 -	0 -	10 (100%)
Pratt/Motley	13 (68%)	3 (16%)	3 (16%)	19 (100%)
Tuttle	8 (73%)	3 (27%)	0 -	11 (100%)
Transitional Program	5 (56%)	3 (33%)	1 (11%)	9 (100%)
Sr. High Program	12 (45%)	9 (33%)	6 (22%)	27 (100%)

(Row percentages are shown)

TABLE 30 (N=76)

Item 54 (The SEA program at my school has had a positive effect on producing the kind of disciplinary atmosphere I feel is appropriate for the school.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	10 (100%)	0 -	0 -	10 (100%)
Pratt/Motley	10 (53%)	4 (21%)	5 (26%)	19 (100%)
Tuttle	9 (82%)	1 (9%)	1 (9%)	11 (100%)
Transitional Program	2 (22%)	4 (45%)	3 (33%)	9 (100%)
Sr. High Program	12 (44%)	4 (15%)	11 (41%)	27 (100%)

(Row percentages are shown)

TABLE 31 (N=76)

Item 55 (The SEA program at my school has produced programs which better serve the needs of students from low income families than are available at most other schools.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	7 (70%)	3 (30%)	0 -	10 (100%)
Pratt/Notley	11 (58%)	5 (26%)	3 (16%)	19 (100%)
Tuttle	4 (36%)	5 (46%)	2 (18%)	11 (100%)
Transitional Program	4 (44%)	4 (44%)	1 (12%)	9 (100%)
Sr. High Program	8 (30%)	9 (33%)	10 (37%)	27 (100%)

(Row percentages are shown)

TABLE 32 (N=76)

Item 56 (The SEA program at my school has produced programs which better serve the needs of minority students than are available at most other schools.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	5 (50%)	5 (50%)	0 -	10 (100%)
Pratt/Motley	12 (63%)	4 (21%)	3 (16%)	19 (100%)
Tuttle	3 (27%)	6 (55%)	2 (18%)	11 (100%)
Transitional Program	2 (22%)	5 (56%)	2 (22%)	9 (100%)
Sr. High Program	13 (48%)	6 (22%)	8 (30%)	27 (100%)

(Row percentages are shown)

TABLE 33 (N=76)

Item 57 (The SEA program at my school has produced programs which better serve the purpose of helping all students learn to work with and respect each other than are available at most other schools.)

BY School Program

	SA+A	U	SD+D	Total
Marcy	9 (90%)	1 (10%)	0 -	10 (100%)
Pratt/Motley	12 (63%)	3 (16%)	4 (21%)	19 (100%)
Tuttle	6 (55%)	3 (27%)	2 (18%)	11 (100%)
Transitional Program	3 (33%)	3 (33%)	3 (33%)	9 (100%)
Sr. High Program	16 (59%)	5 (19%)	6 (22%)	27 (100%)

(Row percentages are shown)

Table 34 shows that of the staff members agreeing that SEA programs do a better job of teaching kids cognitive skills (Item 52), more are positive about their school overall than are negative about their school (Item 7), but that of those less positive about SEA's effect on cognitive skills, many are still positive about their school overall. Similar findings held true for Items 53-57, which makes it difficult to pin down any of the areas covered as more significant than the others in determining a person's attitude about the school he/she works in.

Table 34 (N=79)

Item 7 (Overall, I am satisfied with the way the program at my school is developing.)
BY Item 52 (The SEA program at my school has produced programs that do a better job of teaching kids cognitive skills than are available at most other (non-SEA) schools.)

Item 52	Item 7: SA+A	U	SD+D	Total
SA+A	35 (83%)	2 (5%)	5 (12%)	42 (100%)
U	16 (56%)	5 (21%)	3 (13%)	24 (100%)
SD+D	5 (38%)	5 (38%)	3 (24%)	13 (100%)

(Row percentages are shown)

ROSTER OF PEOPLE SURVEYED

SEA Management Team (N=12) green forms with labels

Glen Enos
Art Lakoduk
Tony Morley
Bill Phillips
Bob Sweeney
Ron Clubb
Betty Jo Zander
Jim Kent
Fred Hayen
Becky Lattimore
Ken Rustad
Thel Kocher

Educational Support Staff (N=47) green forms

K-12 Service Center
Roy Almen
Don Rawitsch
Gail Welsh
Rod French
Sally French

Marcy
Shirley Holdahl
Jane Gawronski
Judy Farmer
Jan Anderson
Joyce Anderson
Ruth Anne Aldrich

MUHS
Pat Davis
Randy Kriebel
Jim Snaveley
Iris Kangas
Nadine Borchardt
Otto Wirgau
Rachel Silman
Jeanette McInnes
Andrew Pogoler

Free School
Pat Korges
Bob DeBoer
Marion Mowry
Jim Gambone

Motley
Bev Bachman
Alan Peabody
Joan Williamson
Nancy Walkup

Teacher Center
Melissa Marks
Charlotte Rogers
Phil Cognetta
Eleanor Felker
Randy Johnson
Diane Lassman
Lois Erickson
Margaret Shryer
David O'Fallon

Tuttle
Evelyn Czaia
Margaret Tuma
Ken Jeddeloh
Billie Jo Smith
Roger Sandau
Bruce Graff

Pratt
Cynthia Rogers
Eleanor Larson
Phil LeBeau
Suzy Gammell

Instructional Staff (N=147) yellow forms

Tuttle
Saundra Happe
Idonis McMullin
Myrtle Murray
Mary Hyde
Lucy Teppen
Janet Bernstron
Yvonne Beseler
John Hendrickson
Beth Hager
Catherine Connors
Adeline Pleasant
Nancy Mooers
Robert Prosser
Katherine Hendersen
George Canney
Felicia McCann
Katherine Henderson
Mike Sullivan

Marcy
Marcia Hudson
Peggy Hunter
Beth Mackey
Martha Gerritz
Mary Lou Hartley
Launa Ellison
Trudie Gustad
Carol Yoder
Marilyn Risnes
Lynn Wagenhals
Stan Baird
Nancy McKinley
Harriet Capetz
Hazel Gregory
Greg Krueger
Susan Thomas

Motley
Sandy Harris
Sharon Hennemuth
Laura Madsen
Shirley Jumelle-y-Picokens
Pat Knasiak
Richard Silverstein
Viola Svensson
David Haines
Dorothy Anderson

Pratt
Sylvia Hawk
Harriet Azemove
Audrey Allen
Barb Kydd
Jane Brawerman
Joy DeHarporte
Genvieve Lee
George Nobel
Myrna Wente
Joan Fehlen
Marilyn Gisselquist

Marshall-University High School

Bev Cottman
William L'Herault
Marcia Celusta
Ross Green
Bernard Robbins
Sally Borgen
Dagney Waldeland
Leona Hanson
George Patten
Herbert Guertin
Lester Twedell
John Walther
Patricia Jones
Thomas Doggett
Deborah Nelson
Lester Mickelson
Pat Thayer
Norman Glock
Diane Dekas

Robert Waggoner
Joseph Jocketty
Bob Baker
Arthur Chiodo
Lyle Christensen
Sheridon Jaeche
Miriam Kelly
Thomas Keljik
Susan Kairies
Inez Todd
Judy Devin
Gordon Wilcox
Ella Peploe
Dean Aker
Eleanor Passon
Lucille Daley
Jerome Bisek
Carole Russell

Barbara Rodeberg
Howard Nordby
Mary Ann Rizzato
Andrew Ostozeski
Bill Ronning
Maryls Hubbard
Phyllis Dalman
Gary Strom
John Wold
Bart McDonough
Melvin Hoke
Dennis Carey
Carol Horswill
Gene Lohman
Jim Seeden
Art Froehle
Joan Yesner
Anne Demuth
Dianne Chase

Helen Mose
Carol Wogensen
Barb Opalinski
Robert Manston
Lou Iacarella
Check Jacobsen
Arturo Herrera
Barbara Gunderson
Don Ryberg
Rita Drone
Peter Bast
Marva Webster
Edward Prohofsky
Jean Stancari
John Jurisch
Bill Gaslin
Renee Havig
John Freeman
F. Wold

Free School

Wendy West
Rodney West
Rich Osterberg
Kathy Engdahl
Don Brundage
Morrie Duenow

Carol Sroufe
Ellen Meier
Steve Aberle
Brenda Gates
Mark Nordell

Ro-Anne Elliot
Jim Epperly
Margaret Jones
Tom Odendahl
Rick Watson
Al Phelan